**Lesson Plan #3**

**Name:** Rachelle Burgess

**Age/Grade Level:** 1st Grade

**Subject Area:** General Music

**Unit Title:**  La

**Lesson Topics:** Prepare La, Practice 5 line staff

**Estimated Time:** 25 minutes

**Purpose/Rationale for Lesson: .**

This lesson was developed to guide students in discerning the difference between high and low pitches, and to give them ample preparation in performing, notating, and understanding the concept of la accurately, prior to presenting the concept of la. They will review the process of identifying the new pitch (la) as a step higher than so and notating it on a 5 line staff drawn by the teacher. In another activity in this lesson, students themselves will draw a 5 line staff and notate upon it with both note names (so &mi) and magnet note heads, placed spatially. They will read known motives from this staff. Today, we will further develop the students’ melodic vocabulary by practicing the notes they know so far, and by exploring more songs including the new note (la).

**Curriculum Framing Questions: .**

**Essential Question:** How can we use melodic elements to learn more about the music of our culture?

**Unit Questions that applies to this lesson:** How is la performed? How is la represented?

**Content Questions:** Is the new note higher or lower than so?

Is the new note a step or a skip higher than so?

How can we spatially represent this new note in the air, on our bodies, on the board, and on a 5 line staff, with words, symbols, and solfa?

What songs can we sing that have the new note in them?

What songs can we play instruments to that have the new note in them?

**Goals: .**

1) Develop student’s performance skills of the note la in relation to so and mi.

2) Spatially represent so, mi, and la on various surfaces (board, body, air).

3) Review identifying “the new note” as a step higher than so.

4) Continue mastery of notating on a 5 line staff.

6) Continue mastery of steady beat.

**Learning Objectives: NAfME Standard**

**In order to develop student’s performance skills of the note la in relation**

**to so and mi, students will:**

**--**Sing “Bluebird” and perform the accompanying movements (1)

**--**Sing “We Are Dancing in the Forest” and perform the accompanying activities. (1,5,6,8,9)

--Sing “Oliver Twist” and perform the movements as dictated by other students (1,5,6)

**In order to spatially represent so, mi, and la on various surfaces (board, body, air),**

**students will:**

**--**Sing “We Are Dancing in the Forest” and perform the accompanying activities. (1,5,6,8,9)

--Sing “Oliver Twist” and perform the movements as dictated by students. (1,5,6)

**In order to review identifying the “new note” as a step higher than so, students will:**

**--**Sing “We Are Dancing in the Forest” and perform the accompanying activities. (1,5,6,8,9)

--Sing “Oliver Twist” and perform the movements as dictated by students. (1,5,6)

**In order to continue mastery of notating on a 5 line staff, students will:**

**--**Sing “We Are Dancing in the Forest” and perform the accompanying activities. (1,5,6,8,9)

--Sing “Oliver Twist” and perform the movements as dictated by students. (1,5,6)

**In order to continue mastery of steady beat acquisition, students will:**

--Participate in all 3 songs and all activities of today’s lesson. (1,2,3,4,5,6,8,9)

**Curriculum Standards:**

**NAfME National Standards-**

#1: Singing alone and with others, a varied repertoire of music.

#2: Performing on instruments alone and with others, a varied repertoire of music.

#3: Improvising melodies, variations, and accompaniments.

#5: Reading and notating music.

#6: Listening to, analyzing, and describing music.

#8: Understanding relationships between music, the other arts, and disciplines outside the arts.

#9: Understand music in relation to history and culture.

**Materials Needed: .**

--We. Are. Danc. Ing. In. the. For. Est. (word magnets)

--Big open space for chasing game.

--1 small black magnet note head

--4 different non-pitched percussion instruments (drum, tambourine, maraca, jingle bells)

**Background knowledge or skills students need prior to lesson: .**

--Steady beat acquisition

--Unison singing in tune (simple pentatonic melodies)

--Ability to notate so and mi on a 5 line staff with simple note heads.

--Must know how to sing these songs: “**Bluebird**,” “**We Are Dancing in the Forest**,” and “**Oliver Twist**.”

**Teacher Prep: .**

--Get these things ready& in a good place to grab from quickly:

Word magnets: We. Are. Danc. Ing. In. the. For. Est.

1 black note head magnet.

4 different non-pitched percussion instruments (drum, tambourine, maraca, jingle bells)

--Make sure the room is clear of any clutter or Orff instruments on the floor (to facilitate chasing game).

**Hook/Song Bouquet: .**

“**Bluebird**” (Students will perform in order to develop student’s performance skills of the note la in relation to so and mi).

--As students come into classroom, teacher walks backwards making siren noises and

the students follow her in a line imitating the head voice sounds.

Once in a circle, everyone stops walking, and the teacher leads students in

singing “Bluebird” and doing the actions in the song. *3 minutes*

**Procedures:**

1) Do hook/song bouquet, “**Bluebird**” (see instructions above) 3 *minutes*

2) (High Concentration) “**We Are Dancing in the Forest**”: Students sit in a class circle.

-Students imitate teacher’s demonstration of humming the motives of the song, and

students show the contour of the melody in space.

-Teacher places word magnets on the board in a straight line, and briefly discusses how

“when we read in other classes, we read in a straight line. In music, we do not read in a straight line.”

-Students sing song.

-Students sing the first line of the song while the teacher points at the words on the board.

-A student volunteer places the word cards spatially on the board with the help

of the class.

-The class sings the motive on the words.

-Teacher: “Last class, we talked about the note that is higher than so. It is here in this song, too.

Is it a step or a skip higher than so?”

(Class sings the song and decides the new note is a step higher than so).

-Student volunteer replaces appropriate words with so & mi..

-Teacher places staff lines on the board around the melody.

-Class, once more, names the new note as a step higher than so.

-Class sings “ss dancing ss mm,” and body signs.

-Teacher asks a different student volunteer to erase the board. *7 minutes*

3) (Change of Pace) “**We Are Dancing in the Forest**”: Students step to the steady

beat in a class circle, moving, holding hands. One child is “it” in this game.

-Students play known game and sing song. *5 minutes*

4) (Moderate Concentration) “**Oliver Twist**”: Class circle, standing.

-Class sings known song.

-Class sings line: “what’s the use in trying?”

( s s s l s m)

-Class sings motive on “loo,” and shows contour in space.

-Class sings motive on the words and body signs (shoulders, head, waste)

-Student volunteer draws a blank 5 line staff on the board.

-Teacher writes the first so (actual word) on the staff.

-New student volunteer writes the rest of the so’s and mi’s on the staff,

and places the one black note head on the new note (D= the line where la goes)

. *5 minutes*

5) **(Closure)** “**Oliver Twist**”: Class circle with “it,” standing.

-Teacher passes out 4 instruments across the circle.

-Class sings the song, and students take turns improvising a motion to do with their instrument

(example- play a steady beat or other rhythm on different parts of their body &/or the floor) *5 minutes*

**Differentiation/Accommodation**: .

--2 students with IEP’s for Speech:

- Isolating parts of the song into words that we display on the board, and speak aloud multiple times while tracking the beats and the words.

- Set them up with a buddy to help with the words and the way we speak and sing them.

-Use visual manipulatives and cues (eye contact, cueing them in accurately, word magnets, note heads).

-Choose them to participate as a volunteer at the board. It gives them a special job, but there is little to no talking involved.

--1 ELL student (Russian):

-Speak all words clearly before singing them, teach multi-modally.

--1 Student with Down Syndrome:

-In HUB (resources) room during music class. Always keep head phones/ear muffs handy in case they decide to bring her in, as loud or sudden noises tend to scare and disturb her.

--3 At Risk for Reading:

- Isolating parts of the song in words that we display on the board, and read/speak/sing aloud multiple times while tracking the beats.

-Track the notes and beats when reading from the board. Encourage them to volunteer at the board, helping to give them tracking practice.

**Attention to Literacy: .**

**Review Vocabulary: -**so and mi. Write them on the board. Both teacher and students track them with the beats when reading from the board while also humming the “new note.”

-Students write notes on the board on a 5 line staff.

-Students read so - mi - new note (la) motives from the board, and describe the new note as a step higher than so.

--Students show understanding of melodic line by showing it in space, on bodies, and on a staff.

--In addition to notes, use words to songs on the board (**We Are Dancing in the Forest)**.

**Assessment and Evaluation of Student Learning:**

**Total Points Possible Today: 4 points (1/field demonstrated).**

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| **Student** | **Attendance**  **1 pt.** | **Participation**  **1pt** | **Is accurately performing so, mi, and humming&singing the new note (la).**  **1pt.** | **Accurately showing steady beat.**  **1pt.** | **Total today:**  **4 pts.** |
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**Class Population:** 28 students

15 girls

13 boys